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AGRICULTURAL SALESMANSHIP. HORTICULTURE-SERVICE OCCUPATIONS, MODULE NO. 8.

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ONE OF A SERIES DESIGNED TO HELP TEACHERS PREPARE HIGH SCHOOL STUDENTS FOR EMPLOYMENT IN HORTICULTURE OCCUPATIONS, THIS MODULE AIMS TO DEVELOP STUDENT ABILITY TO MEET CUSTOMERS, PRESENT SUPPLIES AND SERVICES TO CUSTOMERS, OVERCOME RESISTANCE, AND CLOSE A SALE. IT WAS DESIGNED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH IN STATE STUDIES. SUGGESTIONS ARE INCLUDED FOR INTRODUCING THE MODULE. FOR EACH COMPETENCY, SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, REFERENCES, INSTRUCTIONAL MATERIALS, AND OCCUPATIONAL EXPERIENCES ARE SUGGESTED. THE TIME ALLOTMENT SUGGESTED IS 30 HOURS OF CLASS INSTRUCTION AND 36 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS SHOULD HAVE EXPERIENCE WITH HORTICULTURE, AND STUDENTS SHOULD HAVE AN OCCUPATIONAL GOAL IN HORTICULTURE. SUGGESTIONS ARE INCLUDED FOR EVALUATING OUTCOMES. THE SOURCES OF SUPPLEMENTAL MATERIALS ARE LISTED. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 619 - 000 631) FOR $7.25 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. (JM)

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AGRICULTURAL SALESMANSHIP

One of Twelve Modules in the Course Preparing for Entry in

HORTICULTURE - SERVICE OCCUPATIONS

Module No. 8

The Center for Research and Leadership Development
in Vocational and Technical Education

The Ohio State University
980 Kinnear Road
Columbus, Ohio, 43212

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RE: (Author, Title, Publisher, Date) **Module No. 8, "Agricultural Salesmanship," The Center for Vocational and Technical Education, August, 1965.**

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Uses of Material Instructor course planning
Users of Material Teachers

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Time Allotment Estimated time listed in module. (P)

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Desirable
(Check Which)

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AGRICULTURAL SALESMANSHIP

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AGRICULTURAL SALESMANSHIP

Major Teaching Objective

To develop the abilities needed to begin selling agricultural supplies and services effectively

Suggested Time Allotments

At school		
Class instruction	30 hours	
Laboratory experience	0 hours	
Total at school		30 hours
Occupational experience		36 hours
Total for module		66 hours

Suggestions for Introducing the Module

This module is designed to develop the abilities needed by employees to sell all types of agricultural supplies and services required by farmers, ranchers, and homeowners. The following suggestions are offered for introducing the module.

1. Explain to the students that every agricultural employee who deals with customers is, in a real sense, a salesman and needs the qualities of a good salesman. Becoming a good salesman can only be developed through experience. This module is intended to acquaint students with the fundamentals of salesmanship.

2. Have the students identify the firm or firms they or their parents like to do business with because of good sales practices. Avoid naming particular individuals but have the students list the sales practices and human or personality traits which bring satisfaction to the customers when they do business with particular firms. It will be natural for the class to recall instances of poor sales practices and the teacher should tactfully caution the students that, while "true to life" examples are desired, it is better to concentrate on the good sales practices than list the poor sales practices or human shortcomings which cause dissatisfaction when doing business with any certain firm.

3. Ask students to observe salesmen in a farm supply and service center, garden center, or agricultural machinery dealership and attempt to identify those characteristics which apparently are common to successful salesmen. Don't attempt to analyze these characteristics at this point.

4. Have students role-play the selling of a product in class. From the role-playing demonstration, identify with the students the

problems and questions which will be studied. Emphasize the difficulties likely to be encountered by an inexperienced salesman. An alternative procedure would be to have a tape recording of a person making a sale instead of having the students participate in role-playing.

5. Develop with the students the list of competencies to be studied. List these competencies on the chalkboard so students can get a general overview of the content of the module. The competencies included in this module are:

    To learn how to meet the customer
    To learn how to present supplies and services to the customer
    To learn how to overcome resistance
    To learn how to close the sale

Selling is the key function of all business activity. This is as true in agriculture as in other areas. Selling is the act of assisting and persuading individuals or groups to make a buying decision which is to the mutual advantage of both the buyer and the seller.

Selling is really explaining to, persuading, and reminding the public of a particular business concern and of the opportunities and values to be gained from doing business with this concern.

The retailer's function is that of selling goods and services to the ultimate consumer. This is the final step in the distribution of agricultural goods and services.

Producing efficient salesmen is the purpose of this module. Efficient salesmen realize that customers are lost because of:

1. Poor service rendered
2. Discourteous treatment received
3. Indifferent attitude exhibited on the part of the salesman

The salesman must know the psychology of selling if he is to become a successful salesman. In other words, he knows that a customer buys primarily because of <u>need</u> and <u>desire</u>. These are influenced by reason, by emotion, or by a combination of these. A person may <u>need</u> something, but does not buy it until he <u>desires</u> it, i.e., he feels the need.

In summary, to be successful, the agricultural salesman must know the selling process, the merchandise itself, and the firm, as well as understand himself, his relations to the customer, and the customer.

Here is an opportunity for a salesman to (a) deal directly with the public, (b) help other people make decisions, (c) face something new everyday, (d) know that his worth is quickly recognized in terms of advancement, and (e) enjoy the prestige of big business. This big business is made up of

over 1,700,000 retail stores where Americans spend 70 per cent of the family income each year.

Good selling does not happen incidentally but is the result of sound training.

Successful selling produces a satisfied customer who in turn becomes the best form of advertising.

The good salesman must realize that everyone benefits from efficient selling. High sales volume not only insures the salesman's position, but also lowers the price of products or services to the customer.

Good selling awakens and satisfies human wants. Selling is a challenge and every customer is an opportunity for a salesman to get a positive reaction from the customer on five basic buying decisions, namely; the need, the thing, the source, the price, and the time. Selling is helping the customer to buy intelligently.

The customer will gain the most personal satisfaction from his purchase if the salesman makes sure that the product will best fit the customer's need. When the salesman demonstrates courtesy and a sincere interest to be of service, the result is a permanent customer.

Competencies to be Developed

I. To learn how to meet the customer

Teacher Preparation

Subject Matter Content

The impression of the agricultural business that the customer carries away often results from his first contact with the salesman. Appearance and actions play an important part in forming this impression.

A well-groomed salesman attracts customers and inspires their confidence. Undivided attention on the job is essential to good salesmanship.

A good approach presupposes a proper attitude toward the job. Love for one's work is expressed in the enthusiasm with which it is carried out. Enthusiasm is shown through words, actions, and expression. If the salesman is not interested in and enthusiastic about the merchandise, how can the customer be expected to develop much interest?

Salesmanship is demonstrated through promptness, alertness, and interest in the customer's problem.

Treat the customer like a guest. This means that good manners and courtesy are practiced at all times; that the house is in order, neat and clean; that the merchandise is conveniently located; and that the salesman is trained in the fundamentals of selling to maximize the opportunity of being of service to customers.

Points to be considered when meeting the customer:

1. The Preapproach Preparation

    a. Information needed about the customer

        1) Name - Address
        2) Personal characteristics
        3) Mental make-up
        4) Hobbies and interests
        5) Common interests
        6) Buying habits or policies

    b. Sources of this information

        1) Participation in community activities and events
        2) Chamber of Commerce information
        3) Comments made by other members of civic clubs
        4) A personal notebook on customers
        5) Past sale records, credit department records
        6) Interview with people in the community
        7) Local newspaper

    c. Check of facilities and surroundings

        1) General appearance of the store
        2) Lighting
        3) Equipment
        4) Merchandise arrangement
        5) Personnel

    d. Knowledge of benefits the customer will receive from merchandise sold

        1) Design or appearance
        2) Quality of the source - trade name
        3) Composition and construction
        4) Special features
        5) Assortment of sizes, colors, and styles available
        6) Service available

e. Preparation by the salesman

1) Neatness of appearance
2) Preparation of an appealing display arrangement
3) Knowledge of contents of the merchandise in stock
4) Knowledge of the contents of newspaper advertising being circulated
5) Knowledge of names, background, and interests of customers
6) Preparation of a few selling sentences
7) Knowledge of the competitor's product
8) Preparation of a record of common customer objections and development of methods of meeting them

2. Timing the Approach

a. Importance of the impression created by the salesman's appearance and actions

b. Suggestions for:

1) Promptness - clues for failure in being prompt:
   a) Involved group conversations of salesmen
   b) Stock duties
   c) Timidity in approaching customers
   d) Indifference to the needs of the customers

2) Alertness - based on accurate and careful observation; look for clues on:
   a) How and when to greet the customer
   b) When to present merchandise
   c) How to talk about merchandise

3) Interest in customer's problem
   a) Take all the time necessary to understand his problem
   b) Probe to determine if problem is what customer first says that it is
   c) Determine the procedure to be followed to assist the customer with his problem

3. The Proper Approach - Greeting the Customer

a. Types of salutations

1) Conventional
2) Question
3) Stating a fact about the merchandise

b. Elements of a salutation

1) Courteous
2) Short
3) Requires no mental decision
4) Affirmative
5) Emphasizes the desire to serve

c. Tone of voice - pleasant, enthusiastic, distinct, articulate, ordinary

d. Facial expressions

1) A pleasant smile
2) Cheerful expression

Explain what motivates customers to buy. Different physical and psychological factors, operating alone or together, motivate a customer to buy a product. Among them are comfort, pleasure, appetite, possession, fear, devotion, curiosity, ornamentation, imitation, construction, and loyalty.

Developing the proper attitudes necessary for success in meeting a customer is important if the student is to develop effective sales abilities. Among them are:

1. Developing professional feeling toward selling
2. Constant courtesy
3. Enthusiasm for selling
4. Interest in customer's problem
5. Willingness to develop self-confidence
6. Developing integrity
7. Developing sincere attitude of service
8. Appreciating proper psychology such as gaining the customer's attention and interest, creating a desire, and ending with desired action on the part of the customer

Suggested Teaching-Learning Activities

1. Arrange for the class to observe a successful agricultural salesman in action meeting a customer.

2. Develop with the students a list of personal appearance attributes of a good salesman in a farm supply or service center, garden center, or agricultural machinery dealership. (See page 301, Fundamentals of Selling.)

3. Develop with the students a list of the attitudes and actions of a good agricultural salesman.

4. Develop with the students a list of characteristics of an agricultural center or machinery dealership that attract customers.

5. Engage in role-playing, having students act out roles of salesmen and customers and demonstrate how to meet customers. Review each demonstration with the class as to what was done correctly or incorrectly.

6. Using role-playing, demonstrate how a salesman should greet a customer on a telephone.

7. Invite the manager of a successful agricultural business to discuss with the class the attitudes and actions exhibited by salesmen which have been observed to be most effective in meeting potential customers as well as those attitudes and actions which are detrimental to success when meeting customers.

8. Develop with the students a list of the types of customers they are likely to meet (decided customers, undecided customers, casual lookers) and bring out tips as to what would be the best way to meet each type. (See Fundamentals of Selling, pages 324-338.)

9. Prepare a list of greetings to use with customers.

Suggested Instructional Materials and References

Instructional Materials

1. Demonstration telephones-local telephone companies will often supply these for instructional purposes.

2. "The Approach," 10 minute film

References

T*1. Fundamentals of Selling, Chapters 13 and 14.

2. Store Salesmanship, Chapter 2.

*The symbol T (teacher) or S (student) denotes those references designed especially for the teacher or for the student.

Suggested Occupational Experiences

1. Observe the salesmen in the training center and list the appearance, attitudes, and action attributes they have that make them an asset or liability to the business. If you have students in varying types of agricultural training centers, elaborate on common characteristics of successful sales employees in agricultural businesses.

2. Have the students analyze themselves regularly to see if they are developing desirable appearance and attitudes. Use the instruments available from each state's division of vocational guidance and testing.

3. See that the students have opportunities to serve customers at the training center. In the classroom, discuss difficulties the students have encountered in serving customers and discuss methods for correcting them in the future.

4. Have the student answer the telephone at the place of business.

II. To learn how to present supplies and services to the customer

Teacher Preparation

Subject Matter Content

Successful selling requires a careful presentation by the seller. A salesman must recognize the importance of each of the psychological steps in a sale. He must gain the attention, develop interest, kindle desire, and induce action on the part of the customer.

Attracting attention is one thing; developing interest is quite another thing. Attention is more or less involuntary.

Almost anything can attract attention; interest is the result of voluntary reaction on the part of the customer. Interest comes only when attention is prolonged voluntarily and is accomplished by concentration.

Next, one must combine the merits of the article with the needs or wants of the customer to kindle desire. Then, by demonstrating a complete understanding of the interest, needs, desires, and motivating factors that cause a customer to buy, the salesman will be able to make a successful sale. Sales are made by showing the farmer how to increase yields, make more profit, or reduce the labor required, etc. The teacher and the class can readily expand this list.

Draw attention of customers to a supply or service. It can be achieved in many ways.

Reading an advertisement about a beef concentrate
Seeing a new herbicide on a TV commercial
Talking to a neighbor about his new 5-plow tractor
Mailing a circular on early fertilizer purchase discount
Meeting a new petroleum delivery truck on the road
Hearing from a friend about the good service on baler repairs
Reading in the newspaper about a new bulb shipment received at the garden center
Viewing an attractive display of seed at the supply center

Developing interest in a product can be initiated by the customer, the salesman, or serviceman.

Customers can move from the attention, interest, and desire steps very rapidly at times with little or no encouragement. Example - the customer sees a new field sprayer just the size and kind for which he has a preference--the desire is developed. Often, however, the customer's interest in a product needs to be kindled. This can be done by:

Talking to him about the new features on this planter
Inviting him to a field day where the effectiveness of newly developed herbicides will be shown
Showing him the results of this product in test trials
Demonstrating how simple it is to mount this new corn picker
Pointing out to the customer the number of people in the community who are already using this feed, lawn seed, or grease

Desire for a product may be obtained by relating it to a need of the customer.

Explain how this feed will increase net income by improving an animal's rate of gain.
Show him, with proof from variety trials, how the new oat variety will stand, thereby reducing all those combining problems.

Show him that the chemical weed spray will reduce cultivation, allowing time to get the hay harvested, go fishing, etc.
Sell the merits of the tractor seat, not its cost.
Provide appointments for the customer to try the product on a trial basis.

To be able to present items effectively, you will need to:

Know the features of the item
Be able to answer all questions about the item
Demonstrate its use, operation, value, advantages, and disadvantages

Suggested Teaching-Learning Activities

1. Have the students make a display of agricultural items in the classroom, or possibly make an attractive display of a product on a bulletin board.

2. Have students describe an attractive display to which they have recently been exposed. Try to list those features that made the displays attractive.

3. Visit an agricultural supply center, garden center, or machinery dealership and observe how they use displays, banners, etc., to attract attention.

4. Have the students give a presentation or demonstration that could be used to obtain interest in an agricultural business.

5. Through role-playing, have students show how they would relate a supply or service to a customer's needs. (Desire) This could also be effectively accomplished through demonstrations.

Suggested Instructional Materials and References

Instructional Materials

Gather needed supplies, wall charts, supply information sheets, empty product cartons, product bulletins, and samples so that the students can do the above activities effectively.

References

T 1. Fundamentals of Selling, Chapter 16.

2. Store Salesmanship, Chapter 3.

Suggested Occupational Experiences

Have students observe how effective salesmen show, explain, and demonstrate supplies or services.

Students should gain experience at the training centers by showing, explaining, and demonstrating supplies or services to customers.

III. To learn how to overcome resistance

Teacher Preparation

Subject Matter Content

It is natural for people to have sales resistance. Most of them did not come by the money in their possession easily. It is perfectly natural for people to want to get all that they can for the money spent.

Each sale has two sides. The customer must sacrifice something in order to get something else. Since one cannot have everything, each sale means a choice between one product and another product or one product and another form of pleasure.

The customer must decide which of the choices will give the most satisfaction or pleasure.

It is the salesman's job to convince the customer that his product or service will provide this pleasure, satisfaction, or need. If this cannot honestly be done, perhaps he should not make the sale at all. Anything else is high pressure selling that is unethical and cannot be classified as salesmanship. It will invariably lead to ill will and dissatisfaction.

There are several reasons why customers are resistant to purchasing. The first objection is rarely the actual objection. Identify the real reason for such resistance and try to explain away the objection. To do this you are going to need to be well informed on the supply or service. Types of objections are:

1. Need - Objections to need are overcome by stressing the usefulness and benefits of the product.

2. Quality - Objections to quality are overcome by:

   a. Showing a better quality

   b. Pointing out a specific feature

3. Source - Objections to the source are met by:

   a. Providing names and experiences of satisfied customers

   b. Providing information about the company or by reference to national advertising

   c. Courteously straightening out misunderstandings

   d. Asking for a fair trial of this new firm or by offering something another firm does not carry

   e. Others correcting the shortcomings of the salesman if he is at fault

4. Price - Objections to price are overcome by:

   a. Revealing hidden values - building up values

   b. Emphasizing the quality or usefulness

   c. Providing an article that is not as expensive and doesn't have as many selling points

   d. Knowing competitor's products so that any question on different values can be explained

5. Time - Objections to time are overcome by:

   a. Making a future appointment

   b. Inviting the customer to look at additional merchandise

   c. Continuing to show a positive interest in the customer whether the salesman is busy or not

   d. Trying to handle objections promptly as they arise

e. Not trying to close a sale until all bonafide objections have been satisfied. Make feelers during the sales presentation to preclude objections to a reasonable closing of the sale because of the time.

6. Thing - Objections to the thing are overcome by:

   a. Showing more suitable goods

   b. Admitting the validity of objection but showing another feature to offset the objection

   c. Admitting that the objection is reasonable but showing that it does not really apply

   d. Changing the objection into a selling point in favor of the article

   e. Avoiding:

      Generalizations which mean nothing
      Contradiction of a customer's statement
      Display of a negative or discouraging attitude

Again, do not pressure customers to purchase; they are not likely to return if pressured.

Suggested Teaching-Learning Activities

1. Ask students to recall experiences of refusal to purchase an item a salesman was attempting to sell. List these on the board, then assign probable reasons for the refusal to buy (need - thing - quality - source - price - time). Have them suggest methods the salesman might have used to try and eliminate this resistance.

2. Have students list objections they would have to purchasing some of the supplies or services they are trying to sell in their occupational experience training centers. Work out methods of correcting these deficiencies or objections.

3. Have students visit neighborhood stores to find out what are the most common objections or items of sales resistance encountered.

4. Have students role-play the sale of a familiar product, emphasizing the overcoming of resistance exhibited by the student playing the part of the customer.

Suggested References

T 1. Fundamentals of Selling, Chapter 17.

2. Store Salesmanship, Chapter 4.

Suggested Occupational Experiences

The student should have experience in attempting to overcome the sales resistance of customers at the training center. Suggest that he report in class how he handled it. Discuss if he used the correct approach. Have his supervisor in the training center critique his performance.

IV. To learn how to close the sale

Teacher Preparation

Subject Matter Content

To learn when to close a sale
To learn methods of closing a sale
To learn why salesmen fail
To learn to stimulate buying
To successfully complete the transaction

Obviously, closing the sale is the most important of all the steps in the buying process. Everything that has been done so far comes to naught, if the customer leaves without making a purchase. Closing starts at the beginning of the sales presentation and "trial" closes are appropriate as it proceeds.

Customers resent being hurried into making a purchase. The salesman must take an active part in inducing a favorable action on the part of the customer, but his attitude must be one of helping the customer in making a wise decision.

Sales are lost because the salesman fails to tailor the sales presentation to the individual needs and requirements of the customer.

A salesman is performing a useful service by offering suggestions to customers who are not aware of their needs or to customers who rely upon displays to remind them of what they came to purchase.

Anybody can sell a customer something he wants. It takes a salesman to sell the customer needed items of which he was unaware.

Closing the sale will be more or less automatic if the need for the article has been definitely established. One of a salesman's functions is to help the customer decide by making "trial" closures.

Don't trip on the last step. The time to close the sale is just after the customer has decided to buy.

Indications that the customer is making up his mind occur when the customer asks the salesman to repeat the advantages of each item and when he wants unwanted goods removed. This is when the salesman should repeat the advantages of the item in which the greatest interest was shown by the potential customer.

The decision to buy occurs after the following conditions have been met:

1. The customer has exhibited attention, interest, and desire in the product.
2. A relationship between need and the merchandise has been established.
3. All important objections have been overcome.
4. The price is low in comparison with value.
5. The product meets the customer's approval.
6. The customer has the power to make the purchase.

The above decision is reached by taking steps during the presentation to make buying "action" easy. Such steps include leading the customer to make a number of small favorable decisions himself, making these decisions progressively more forceful, seeking agreement more frequently as the presentation progresses, and narrowing the selection. This is done by concentrating upon items in which the customer is interested, by removing merchandise in which the customer is not interested, by repeating demonstrations in more detail, and by soliciting the opinion of others. Always ask for the order. Use the "choice" method in beginning the closing phase, i.e., 2 or 3 dozen.

Failure to close the sale may be due to:

1. Assuming that the customer is not going to buy
2. Hurrying the customer
3. Failing to help the customer decide

4. Stumbling over sales obstacles

5. Stressing the wrong selling points

6. Trying to force action

7. Being discourteous when the customer does not buy

When engaged in suggestion selling, the salesman must:

1. Make definite suggestions to the potential customer.

2. Give an acceptable justification for the suggestion made.

3. Demonstrate the merchandise thoroughly and unhurriedly.

4. Not overwhelm the customer with more facts, decisions, etc., than he can face comfortably

Sales are often increased by displaying related merchandise, handling larger quantities, comparing with higher priced merchandise, introducing new merchandise, developing "special" sales, demonstrating new uses for merchandise, and specializing in merchandise for special occasions.

When recording the sale, the salesman, in preparing the sales check, should:

1. Write legibly.

2. Be accurate with items, amounts, and price.

3. List the complete name and address if needed for files or for delivery.

4. Write down any special directions needed to help the customer.

When operating a cash register, make change accurately. Never put a bill away until the customer is satisfied that he has received the correct change. Use the right compartment for paper money and change. Also, learn to count out change properly.

Just because the register bangs shut does not mean that the sale is completed. A proper, courteous farewell often means repeat visits by the customer.

Give the customer a friendly farewell whether or not he makes a purchase and invite him back soon.

Suggested Teaching-Learning Activities

1. Demonstrate, by role-playing, the closing of a sale including:

   a. Packaging or wrapping

   b. Making out sales slips neatly and accurately

   c. Operating the cash register

   d. Making change (using real money is most effective)

   e. Closing remarks

   Considerable time should be allowed to do this until all students are able to do it correctly every time. Shortchanged customers do not return; undercharging customers costs salesmen their jobs.

2. Make tape recordings of all sales conversations of students; play the recording back to point out errors in technique and grammer which need to be corrected.

Suggested Instructional Materials and References

Instructional Materials

1. Standard cash register
2. Tape recorder
3. Books of sales slips
4. Money
5. Telephone

Reference

T 1. Fundamentals of Selling, Chapter 18.

2. Store Salesmanship, Chapters 5, 6, and 7.

3. "Making the Sale," film, McGraw-Hill

Suggested Occupational Experiences

Have the students gain experience at the training center in closing sales, wrapping, making out sales slips, operating cash registers, and making change.

Suggestions for Evaluating Educational Outcomes of the Module

In the final analysis, the best evaluation of the module is the ability that the students exhibit in selling agricultural supplies and services. Different techniques may be used to determine this.

An evaluation check list completed by the cooperating supervisor in the occupational experience center may be used. Self-rating by the students may be used. Evaluation check lists completed by the former student's first employer upon follow up by the teacher may be used.

Such check lists should emphasize each of the competencies included in this module.

Sources of Suggested Instructional Materials and References

Instructional Materials

"Salesmanship Series," 16mm film, B and W, 1959. New York: McGraw-Hill Book Company Inc., with titles as follows:

"The Approach," 10 minutes, $65.00 purchase price.
"Making the Sale," 17 minutes, $100.00 purchase price.

Note to Teachers: These films may be available for loan from libraries or audio visual centers. Other titles in the series which may be desirable to show after previewing but are not particularly applicable for this module are:

"Prospecting," 10 minutes, $65.00 purchase price.
"The Pre-Approach," 10 minutes, $65.00 purchase price.

References

1. Ernest and DaVall. Salesmanship Fundamentals, Second Edition, New York: McGraw-Hill Book Company, Inc.

2. Richert, Meyer, and Haines. Retailing Principles and Practices, Fourth Edition, New York: McGraw-Hill Company, Inc.

3. Robinson, Blackler, and Logan. Store Salesmanship, Fifth Edition, Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1959.

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THE CENTER FOR RESEARCH AND LEADERSHIP DEVELOPMENT
IN VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
980 KINNEAR ROAD
COLUMBUS, OHIO, 43212

INSTRUCTOR NOTE: As soon as you have completed teaching each module, please record your reaction on this form and return to the above address.

1. Instructor's Name_____

2. Name of school_____State_____

3. Course outline used: _____Agriculture Supply--Sales and Service Occupations
   _____Ornamental Horticulture--Service Occupations
   _____Agricultural Machinery--Service Occupations

4. Name of module evaluated in this report_____

5. To what group (age and/or class description) was this material presented?____
   _____

6. How many students:
   a) Were enrolled in class (total) _____
   b) Participated in studying this module _____
   c) Participated in a related occupational work experience program while you taught this module _____

7. Actual time spent teaching module:

		Recommended time if you were to teach the module again:
_____hours	Classroom Instruction	_____hours
_____hours	Laboratory Experience	_____hours
_____hours	Occupational Experience (Average time for each student participating)	_____hours
_____hours	Total time	_____hours

(RESPOND TO THE FOLLOWING STATEMENTS WITH A CHECK (✓) ALONG THE LINE TO INDICATE YOUR BEST ESTIMATE.)

	VERY APPROPRIATE	NOT APPROPRIATE
8. The suggested time allotments given with this module were:		
9. The suggestions for introducing this module were:		
10. The suggested competencies to be developed were:		
11. For your particular class situation, the level of subject matter content was:		
12. The Suggested Teaching-Learning Activities were:		
13. The Suggested Instructional Materials and References were:		
14. The Suggested Occupational Experiences were:		

(OVER)

15. Was the subject matter content sufficiently detailed to enable you to develop the desired degree of competency in the student? Yes_____No_____
Comments:

16. Was the subject matter content directly related to the type of occupational experience the student received? Yes_____No_____
Comments:

17. List any subject matter items which should be added or deleted:

18. List any additional instructional materials and references which you used or think appropriate:

19. List any additional Teaching-Learning Activities which you feel were particularly successful:

20. List any additional Occupational Work Experiences you used or feel appropriate:

21. What do you see as the major strength of this module?

22. What do you see as the major weakness of this module?

23. Other comments concerning this module:

_____ _____
(Date) (Instructor's Signature)

_____
(School Address)